

The

IMPACT

of

Local Vocational Advisory

Committees

in

MISSOURI

June, 1982

THE MISSOURI ADVISORY COUNCIL ON VOCATIONAL EDUCATION

The Missouri Advisory Council on Vocational Education was first formed under P.L. 90-576. It is now operating under P.L. 94-482.

The main functions of the Council are to advise the State Board of Education on the development of the five-year and annual program plan for vocational education and the accountability report which the Board is required to submit. They are also charged with Advising the State Board on policy matters arising out of the administration of programs. A third function is the evaluation of the programs, services and activities of vocational education and the dissemination of the results of that evaluation. The Council is required to assist the State Board in developing plans for State Board evaluations. The Council must report annually to the United States Commissioner of Education and to the National Advisory Council on Vocational Education on their evaluation results. The State Board of Education may include any remarks they deem appropriate as an accompaniment to this report. The Advisory Council on Vocational Education must identify the vocational education and the employment and training needs of the State, and assess the extent to which these needs are being met in a consistent, integrated and coordinated way. Another function of the Council is to comment on the report of the State Employment and Training Council. The State Council is also to provide technical assistance to local advisory councils on vocational education as requested.

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THE EFFECTIVENESS
OF LOCAL VOCATIONAL ADVISORY COMMITTEES
IN MISSOURI

*A STUDY CONDUCTED BY THE MISSOURI
ADVISORY COUNCIL ON VOCATIONAL
EDUCATION UNDER THE DIRECTION OF
THE RESEARCH COORDINATING UNIT
WITHIN THE CAREER AND ADULT DIVISION
OF THE DEPARTMENT OF ELEMENTARY
AND SECONDARY EDUCATION.*

*The Project Director was Gordon R. Kutscher,
Executive Director of the Council. (1982)*

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ABSTRACT

This study was designed to determine the structure, function and use made of local vocational advisory committees - in other words, if local committees do exist, what is the impact of these groups?

A stratified random sample was drawn. The three strata included Comprehensive High Schools, Area Vocational Schools and State Agency administered programs. The sample was randomly selected utilizing a table of random numbers to insure at least a 20% return within each strata. From this data, assumptions and findings could be inferred to the universe. It was decided to survey groups of Council Chairpersons whose names and addresses were supplied in an independent request, and the School Administrators from the same agency. Two sets of questions were asked of each respondent, one requiring a judgment as to whether the function was being performed by the local committee and another asking how important each respondent felt the function was for the local group to perform.

Eighty percent of the respondents claimed to be committee members. However, 14% stated they did not meet one time during the preceding year and an additional 29% stated they had met only 1 time. Slightly over 50% of the districts receiving Federal funds appear to have committees which meet at least two times a year. By the use of specifically stated criteria approximately 10% of the committees were judged to be "positive." Over half were considered "neutral" and about a third were found to be "negative." These results show only a very slight positive impact on vocational programs receiving Federal funding.

A well defined, strongly supported program of education is needed to turn "neutral" and "negative" committees into "positive" advisory groups at the local level. While not all of the 65 functions are considered of equal importance by the author, at least a few respondents felt each item had some degree of importance for local committees to perform.

The requirements of the Federal law are quite clear and it is evident that procedures should be instituted to insure compliance and also quality of workmanship in the performance of selected functions either asked about or not in the instrument. An educational program of technical assistance is needed and the evaluation of local committees should be strengthened.

PREFACE

Federal law calls for action on three levels or by groups of individuals who will be advising agencies, institutions, administrators and teachers of vocational education. This network consists of Federal, State and local vocational advisory councils. It is not a hierarchy nor is it "administered" in any way from "above." Rather, the network is more a federation, although no formal organization exists to support this notion. However, it is hoped that programs which would weave the work of each group into one big picture could be accomplished. Working toward a mesh is the goal of the State Advisory Council and one of the foremost purposes of this study. The Council is appreciative of the time and effort given by each respondent to the survey. A limited number of copies will be available from the State Council office.

"The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Career and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Career and Adult Education, and no official endorsement should be inferred."

INTRODUCTION

BACKGROUND

Public Law 94-482, enacted in 1976, requires state governments to establish advisory councils at the local level where the disbursement of federal funds is involved. The federal act mandated the states to establish a local advisory council to provide such agency [THE STATE] with advice on current job needs and on the relevancy of courses being offered by such agency in meeting such needs. (Underlined emphasis mine) The Act further implied that states were encouraged to establish these committees at the program level if the benefits would justify such action. The local advisory council is also required to consult with the local educational agency in the development of the application for funds and programs.

The Missouri Revised Statutes (178.560) also require that advisory committees must be established in each district offering vocational subjects. These committees are required as a condition of approval by the State Board of Education for Federal or State funding. These local committee members are to serve without compensation.

It was also noted that an update of the information compiled in the 1974 study* by the Council should be completed. Some comparisons may be relevant, although this study is not a replication of the previous work.

PURPOSE OF THE STUDY

Several questions were to be answered in this research effort, namely:

1. Do the local committees really exist?

If they do:

2. How are they organized?
3. What are they doing?
4. How important do they perceive certain selected functions?
5. Perhaps most importantly, are they having an impact on the vocational education programs in Missouri?

LIMITATIONS

The study will allow further analysis into the congruence of council chairperson's (mostly lay citizens) feelings and objective decisions as compared with school personnel on the same topics. No attempt has been made to analyze the quality of advisory committee membership or operation. Further, this study does not attempt to defend or attack the basic concept of advisory committee function. The survey was not intended to imply that all functions asked about should be done by local committees nor that these are all important functions.

METHODOLOGY

IDENTIFICATION OF RESPONDENTS

The initial effort of this study dealt with the mailing of letters to vocational administrators requesting the name of the chairperson of a local vocational advisory committee and the name of the committee. This gave a universe of 362. The universe is composed of three distinct groups: area vocational schools and junior colleges (55), comprehensive high schools (299); and other State agencies offering federally funded vocational courses (8). In an effort to insure a returned response of significance, three mailings were planned and completed. Each strata had a random sample of at least 30% drawn from it (hopefully to insure at least a return of 20% from each of the strata in the universe). The sample was then immediately doubled by sending identical (but different colored) questionnaires to the vocational program director as well as to the identified chairperson.

The number of people surveyed and the returns from each group are displayed in the chart below.

UNIVERSE	NUMBER	RANDOM SAMPLE DRAWN
Secondary	299	92
Area Vocational Schools	55	17
Other State Agencies	<u>8</u>	<u>3</u>
TOTAL	362	112

The survey consisted of some general identification type information and 65 specific selected functions for which each respondent was asked to state whether the committee to which they belonged attempted that function or not. Each was also asked to rate on a Likert type scale (1 to 5 - low to high), the importance they attached to the function.

Total responses from both groups will be reported as well as a breakout for school personnel as compared to council chairpersons.

DATA COLLECTION

This investigation was conducted by means of a survey of school personnel in charge of programs which receive federal vocational funds and the person reported back to the office of the Missouri Advisory Council on Vocational Education as the Chairperson from a vocational advisory committee serving that agency. Three mailings were planned and executed. The first mailing was sent in September, the second mailing was sent five weeks later and the third mailing was sent about six weeks after the second mailing. The letter and instructions urged a quick reply and offered a final copy of the study as an incentive to those who desired it. An addressed business reply envelope was enclosed with each mailing (no postage required).

DATA ANALYSIS

The data derived from the survey were examined using individual advisory committee chairpersons and vocational administrators as the units of analysis. Some further work has been done identifying each strata within the two units. The strata are: area vocational schools and junior colleges, comprehensive high schools, and State agencies offering vocational courses with federal funding. No distinction was made among the types of vocational advisory committees the individual was responding from, i.e., general, program or craft, equity, special needs, etc.

The existence of local vocational advisory committees was measured by the return of the survey and the completion of the general information on type of committee on which respondents served.

To determine the organizational structure, an analysis of the general information and the organizational section of the survey will be made by determining how many respondents report doing certain parliamentary requisites queried about. (See items 1-8)

In an attempt to determine what local vocational advisory committees engage in for work programs during the year, some 55 items were included to ascertain whether the performed selected functions as well as how important they felt the function really was to perform in the first place. These items will be presented in numbers and percents.

Finally, and perhaps most importantly, the impact of the local committees was determined from questions dealing with the act that the local committees made written conclusions and/or recommendations to the administration or governing board (or both) and further whether a written response was received from the administration or board (or both). One additional question dealing with impact pertained to whether or not the local committee helped in developing the annual local application for vocational funds.

It is recognized that advisory groups may have an impact on educational programs and courses even though recommendations are not made, written or implemented. It is logical to assume that advisory groups exert influence simply because they exist. This investigation, however, confined itself to determining if documented (written) conclusions or recommendations were submitted and if documented (written) responses were received making this a measurable impact resulting from the actions of the advisory committee.

Based on survey data related to the measure of impact on vocational education programs and on the basis of advisory committee operating practices, the committees were separated into three classifications. Those committees making written recommendations and receiving a written response were classified as "positive" advisory groups. Of the remaining advisory committees, there was a group that made written recommendations but did not receive a written response to their work. These groups were classified as "neutral" advisory groups. The neutral group also included committees which did not make written recommendations, did not receive a written response but appeared well organized and met at least two times during the previous year. The advisory groups that did not make written recommendations, did not receive a written response, appeared unorganized and did not meet at least two times during the previous year were classified as "negative" advisory groups.

Impact was also measured by noting the number and percent of responses to the query about whether or not the respondent stated their committee had helped to develop the annual application for federal funding for vocational education in their agency.

FINDINGS

RESULTS

After requesting the name of the chairperson from the educational agency and sending a survey to the designated person, the returns showed that one person selected in the stratified random sample was unaware that he was on a committee. Two respondents stated they were on a committee, but had never met or accomplished anything. Twelve local agencies offering vocational education did not respond to three requests for the name of a local advisory committee chairperson. Additionally, school personnel returning the survey, but not answering any of the questions (presumably because they did not do any of the functions listed) numbered 7 out of the sample of 112 and 90 returns. (Twenty-two did not return the questionnaire after three attempts to secure a response.)

Lay Citizen response (chairperson named by the vocational director) was some what similar. Of 112 surveys mailed, 71 were returned with the majority of choices completed. Ten were returned with few or no checks made. (Again, presumably because they did not do any of the functions listed.) Thirty-one did not return the form after three attempts to secure a response.

The return response rate was considered excellent: eighty percent of the school personnel and seventy-two percent of the chairpersons returned the survey.

Do the local committees really exist? From the Data received, one must conclude that the committees are out there in various arrays and types of organization. Of 374 requests seeking the name of the Chairperson of a local vocational advisory committee, 362 replies were received, or about 97%. Then from the random sample drawn (112 each of school administrators and chairpersons), 90 school administrators (80%) and 81 chairpersons (72%) responded. It would thus appear that at least 80% of the school respondents feel that they have an existing committee. It is uncertain about the remainder of the agencies.

How are the local vocational committees organized? Of the respondents from both the school administrator and the lay citizen (council chairperson), 39% stated they were serving on a general vocational advisory committee. The next highest percentage reporting indicated 21% served on a vocational agriculture committee. Forty-six percent of the reporting people indicated the size of the committee was from 4-6 people while 26% worked with 10 or more people and 20% worked with 7-9 people. Fourteen percent of all respondents reported that they did not meet at all during the last year. Also, another 295 stated that they met only one time. Fifty-five percent indicated they had met two times or more. Pertaining to terms of appointment, it is interesting to note that 105 stated that they were appointed forever and 11% noted their term of office was unspecified. Other percentages included: 22% were appointed to serve for 1 year; 16% for 2 years; 29% for 3 years; 4% for 4 years; 3% for 5 years; and, 5% for 1-3 years.

Fifty-one percent appoint the officers and forty-three percent elect them. Six percent did not know how officers were chosen.

Fifty-one percent of the respondents stated that they have a written policy or statement of objectives. Forty-nine percent said they did not. Seventy-one percent said that official minutes were recorded and distributed for each advisory committees meeting.

What are the local vocational advisory committees doing? The survey queried through 65 functions that committees may or may not perform whether or not a specific function was being done. To be included in the listing, at least 60% of the respondents had to state that they performed the stated function. Results are specified in the charts.

"PERFORMANCE" FINDINGS - COUNCIL CHAIRPERSONS

Results of the tabulations for council chairpersons show that sixty percent or more feel the committee on which they serve does perform the functions listed under the categories of organization, advisory on labor market needs, advising on the relevancy of curriculum, guidance and placement, public relations, staffing, and advisory procedures.

I. ORGANIZATION

Over three-fifths of the council chairpersons stated that they:

- Elect a chairperson each year.
- Keep written minutes
- Follow a written agenda at meetings
- Have representatives from business, industry, and labor
- Have membership from both sexes
- Have representatives from racial/ethnic minority groups present in their geographic area

II. ADVISING ON LABOR MARKET NEEDS

Over three-fifths of the council chairpersons stated that their Advisory Committee reviewed material showing:

- Occupations in greatest demand
- Number of graduates from their vocational education programs who will seek employment
- The interest of their community in training for selected occupations
- Education and training requirements of the occupation, job, or industry which can be met by the school program

III. COURSE CONTENT

Over three-fifths of the council chairpersons stated that they:

- *Reviewed the performance objectives of the program
- *Were sure the course content provides an adequate basis for further education
- *Determined that employability skills (e.g., job interview techniques) were included in the course
- *Checked to see if emphasis was given to teaching respect for tools/equipment/facilities
- *Ascertained the competencies acquired in the class

IV. GUIDANCE/PLACEMENT

Over three-fifths of the council chairpersons stated that their Advisory Committee:

- *Checked to insure that all students were provided with options leading to saleable skills

V. PUBLIC RELATIONS

Over three-fifths of the council chairpersons stated that they:

- *Were sure there was a continuous line of communication between the school and the community

VI. EQUIPMENT AND FACILITIES

Over three-fifths of the council chairpersons stated that they:

- *Observed the facilities for the program(s)

"PERFORMANCE" FINDINGS - SCHOOL ADMINISTRATORS

Results of the tabulations for school administrators show that sixty percent or more feel the committee on which they serve does perform the functions listed under the categories of organization, advisory on labor market needs, advising on the relevancy of curriculum, guidance and placement, public relations, staffing, and advisory procedures.

I. ORGANIZATION

Over three-fifths of the administrators stated that they:

- *Elect a chairperson each year.
- *Keep written minutes

I. ORGANIZATION (con't)

- Follow a written agenda at meetings
- Have representatives from business, industry, and labor
- Have membership from both sexes
- Have representatives from racial/ethnic minority groups present in their geographic area

II. ADVISING ON LABOR MARKET NEEDS

Over three-fifths of the administrators stated that their Advisory Committee reviewed material showing:

- Occupations in greatest demand
- Number of graduates from their vocational education programs who will seek employment
- The interest of their community in training for selected occupations
- New areas in which training may be needed
- School programs which should be expanded, discontinued, or established
- Education and training requirements of the occupation, job, or industry which can be met by the school program
- The attempt to identify trends in occupations and vocational enrollments
- Information was accurate and adequate for making necessary decisions
- How the data could be presented to make it more easily understood

III. ADVISING ON THE RELEVANCY OF CURRICULUM

Over three-fifths of the administrators stated that they:

- Determine the expansion and deletion of programs
- Identify exactly what the goals of the program are for the component of the program being reviewed

IV. COURSE CONTENT

Over three-fifths of the administrators stated that they:

- Identified occupational competencies
- Develop goal statements for the program
- Reviewed topical outlines or lesson plans for the course
- Reviewed the performance objectives of the program

IV. COURSE CONTENT (con't)

- *Were sure the students are provided with entry-level job skills
- *Were sure the course content provides an adequate basis for further education
- *Studied the counseling services provided
- *Were sure occupational information was included in the course
- *Determined that employability skills (e.g., job interview techniques) were included in the course
- *Made sure emphasis was given to human relations concepts
- *Determined the relationship of the course content to other courses in the curriculum
- *Checked to see if emphasis was given to teaching respect for tools/equipment/facilities
- *Evaluated the student's experiences in the course

V. GUIDANCE/PLACEMENT

Over three-fifths of the administrators stated that their Advisory Committee:

- *Checked to insure that all students were provided with options leading to saleable skills
- *Were sure that guidance and counseling activities were available for all students
- *Determined that placement on a job or in the next appropriate educational setting was accomplished for each person desiring it

VI. PUBLIC RELATIONS

Over three-fifths of the administrators stated that they:

- *Were sure there was a continuous line of communication between the school and the community
- *Worked to develop community awareness through an annual community open house
- *Attempted to generate interest in vocational student organizations

VII. EQUIPMENT AND FACILITIES

Over three-fifths of the administrators stated that they:

- *Observed the facilities for the program(s)

<p>"PERFORMANCE" FINDINGS SCHOOL ADMINISTRATORS AND COUNCIL CHAIRPERSONS</p>
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Results of the tabulations for school administrators and council chairpersons combined show that sixty percent or more feel the committee on which they serve does perform the functions listed under the categories of organization, advisory on labor market needs, advising on the relevancy of curriculum, guidance and placement, public relations, staffing, and advisory procedures.

I. ORGANIZATION

Over three-fifths of the respondents stated that they:

- Elect a chairperson each year.
- Keep written minutes
- Follow a written agenda at meetings
- Have representatives from business, industry, and labor
- Have membership from both sexes
- Have representatives from racial/ethnic minority groups present in their geographic area

II. ADVISING ON LABOR MARKET NEEDS

Over three-fifths of the respondents stated that their Advisory Committee reviewed material showing:

- Occupations in greatest demand
- Number of graduates from their vocational education programs who will seek employment
- The interest of their community in training for selected occupations
- School programs which should be expanded, discontinued, or established
- Education and training requirements of the occupation, job, or industry which can be met by the school program
- The attempt to identify trends in occupations and vocational enrollments

III. COURSE CONTENT

Over three-fifths of the respondents stated that they:

- Reviewed the performance objectives of the program
- Were sure the course content provides an adequate basis for further education
- Studied the counseling services provided
- Were sure occupational information was included in the course

III. COURSE CONTENT (con't)

- *Determined that employability skills (e.g., job interview techniques) were included in the course
- *Checked to see if emphasis was given to teaching respect for tools/equipment/facilities
- *Evaluated the student's experiences in the course

IV. GUIDANCE/PLACEMENT

Over three-fifths of the respondents stated that their Advisory Committee:

- *Checked to insure that all students were provided with options leading to saleable skills

V. PUBLIC RELATIONS

Over three-fifths of the respondents stated that they:

- *Were sure there was a continuous line of communication between the school and the community
- *Worked to develop community awareness through an annual community open house
- *Attempted to generate interest in vocational student organizations

VI. EQUIPMENT AND FACILITIES

Over three-fifths of the respondents stated that they:

- *Observed the facilities for the program(s)

How important do the local vocational advisory committees perceive the functions asked about to be in their operation? In attempting to analyze the importance of the 65 functions mentioned using the Likert scale of 1-5 (low-high), it was decided to totally disregard any respondent rating of 3 since this did not show a commitment for or against the function. Then, in order to be included in our listing, it was decided to include only those functions which drew 50% or more of the responses as being important. (A rating of either 4 or 5.) The results are charted in the following paragraphs.

"IMPORTANCE" FINDINGS - COUNCIL CHAIRPERSONS

Functions included in the listing here denotes that over fifty percent felt the function was important.

I. ORGANIZATION

Over one-half of the council chairpersons thought the most important functions were:

- To keep written minutes
- To have a membership that includes business, industry, and labor representatives
- To have a membership that includes both sexes

II. ADVISING ON LABOR MARKET

Over one-half of the council chairpersons thought the most important functions were to review material showing:

- The number of people needed to meet employment needs in the next few years.
- Occupations in greatest demand
- Jobs within an occupation in which training is needed
- Number of graduates from your vocational education programs who will seek employment
- Interest of their community in training for selected occupations
- School programs which should be expanded, discontinued, or established
- Education and training requirements of the occupation, job, or industry which can be met by the school program
- An attempt to identify trends in occupations and vocational enrollments
- That the information was accurate and adequate for making necessary decisions

III. ADVISING ON THE RELEVANCY OF CURRICULUM

Over one-half of the council chairpersons thought the most important function was:

- To identify exactly what the goals of the program are for the component of the program being reviewed.

IV. COURSE CONTENT

Over one-half of the council chairpersons thought the most important functions were:

- *To identify occupational competencies
- *To develop goal statements for the program
- *To review topical outlines or lesson plans for the course
- *To review the performance objectives of the program
- *To make sure the course content provides an adequate basis for further education
- *To see that employability skills (e.g., jobs interview techniques) were included in the course
- *To make sure that emphasis was given to human relations concepts
- *To determine the relationship of the course content to other courses in the curriculum
- *To check and see if emphasis was given to teaching respect for tools/equipment/facilities
- *To ascertain the competencies acquired in the class
- *To evaluate the student's experiences in the course

V. GUIDANCE/PLACEMENT

Over one-half of the council chairpersons thought the most important functions were:

- *To insure that all students were provided with options leading to saleable skills
- *To make sure guidance and counseling activities were available for all students
- *To see that placement on a job or in the next appropriate educational setting was accomplished for each person desiring it

VI. PUBLIC RELATIONS

Over one-half of the council chairpersons thought the most important functions were:

- *To make sure there was a continuous line of communication between the school and the community
- *To develop community awareness through an annual community open house
- *To generate interest in vocational student organizations
- *To develop a team to speak before civic and service clubs
- *To establish an awards program for outstanding student performance

VII. EQUIPMENT AND FACILITIES

Over one-half of the council chairpersons thought the most important functions were:

- To review and/or observe the inventory and equipment
- To observe the facilities for the program(s)

"IMPORTANCE" FINDINGS - SCHOOL ADMINISTRATORS

Functions included in the listing here denotes that over fifty percent felt the function was important.

I. ORGANIZATION

Over one-half of the administrators thought the most important functions were:

- To elect a chairperson each year
- To keep written minutes
- To send minutes to members
- To follow a written agenda at meetings
- To have a membership that includes business, industry, and labor representatives
- To have a membership that includes both sexes

II. ADVISING ON LABOR MARKET

Over one-half of the administrators thought the most important functions were to review material showing:

- The number of people in a geographic area currently employed in a given occupation
- The number of people needed to meet employment needs currently
- The number of people needed to meet employment needs in the next few years
- Occupations in greatest demand
- Jobs within an occupation in which training is needed
- Number of graduates from your vocational education programs who will seek employment
- Interest of their community in training for selected occupations
- The need for supplemental training for people already employed
- The new areas in which training may be needed
- School programs which should be expanded, discontinued, or established

II. ADVISING ON LABOR MARKET (con't)

- Education and training requirements of the occupation, job, or industry which can be met by the school program
- An attempt to identify trends in occupations and vocational enrollments
- That the information was accurate and adequate for making necessary decisions

III. ADVISING ON THE RELEVANCY OF CURRICULUM

Over one-half of the administrators thought the most important function was:

- To determine the expansion and deletion of programs

IV. COURSE CONTENT

Over one-half of the administrators thought the most important functions were:

- To identify occupational competencies
- To develop goal statements for the program
- To review topical outlines or lesson plans for the course
- To review the performance objectives of the program
- To make sure the students are provided with entry-level job skills
- To make sure the course content provides an adequate basis for further education
- To study the counseling services provided
- To make sure the occupational information was included in the course
- To see that employability skills (e.g., jobs interview techniques) were included in the course
- To ascertain that information on further education was included in the course
- To make sure that emphasis was given to human relations concepts
- To determine the relationship of the course content to other courses in the curriculum
- To check and see if emphasis was given to teaching respect for tools/equipment/facilities
- To evaluate the student's experiences in the course

V. GUIDANCE/PLACEMENT

Over one-half of the administrators thought the most important functions were:

- To insure that all students were provided with options leading to saleable skills
- To make sure guidance and counseling activities were available for all students
- To see that placement on a job or in the next appropriate educational setting was accomplished for each person desiring it

VI. PUBLIC RELATIONS

Over one-half of the administrators thought the most important functions were:

- To make sure there was a continuous line of communication between the school and the community
- To develop community awareness through an annual community open house
- To generate interest in vocational student organizations

VII. EQUIPMENT AND FACILITIES

Over one-half of the administrators thought the most important function was:

- To observe the facilities for the program(s)

Of particular note is the only section which registered a tabulation of over fifty percent as not being an important function of local advisory committees. . . .

I. STAFFING

Over one-half of the administrators thought the least important functions were:

- To assist with screening and/or interviewing
- To help interpret selection criteria and procedures

<p style="text-align: center;">"IMPORTANCE" FINDINGS SCHOOL ADMINISTRATORS AND COUNCIL CHAIRPERSONS</p>

Functions included in the listing here denotes that over fifty percent felt the function was important.

I. ORGANIZATION

Over one-half of the respondents thought the most important functions were:

- To elect a chairperson each year
- To keep written minutes
- To send minutes to members
- To follow a written agenda at meetings
- To have a membership that includes business, industry, and labor representatives
- To have a membership that includes both sexes

II. ADVISING ON LABOR MARKET

Over one-half of the respondents thought the most important functions were to review material showing:

- The number of people in a geographic area currently employed in a given occupation
- The number of people needed to meet employment needs in the next few years
- Occupations in greatest demand
- Jobs within an occupation in which training is needed
- Number of graduates from your vocational education programs who will seek employment
- Interest of their community in training for selected occupations
- The need for supplemental training for people already employed
- The new areas in which training may be needed
- School programs which should be expanded, discontinued, or established
- Education and training requirements of the occupation, job, or industry which can be met by the school program
- An attempt to identify trends in occupations and vocational enrollments
- That the information was accurate and adequate for making necessary decisions

III. ADVISING ON THE RELEVANCY OF CURRICULUM

Over one-half of the respondents thought the most important function was:

- To determine the expansion and deletion of programs

IV. COURSE CONTENT

Over one-half of the respondents thought the most important functions were:

- To identify occupational competencies
- To develop goal statements for the program
- To review topical outlines or lesson plans for the course
- To review the performance objectives of the program
- To make sure the students are provided with entry-level job skills
- To make sure the course content provides an adequate basis for further education
- To study the counseling services provided
- To make sure the occupational information was included in the course
- To see that employability skills (e.g., jobs interview techniques) were included in the course
- To ascertain that information on further education was included in the course
- To make sure that emphasis was given to human relations concepts
- To determine the relationship of the course content to other courses in the curriculum
- To check and see if emphasis was given to teaching respect for tools/equipment/facilities
- To ascertain the competencies acquired in the class
- To evaluate the student's experiences in the course

V. GUIDANCE/PLACEMENT

Over one-half of the respondents thought the most important functions were:

- To insure that all students were provided with options leading to saleable skills
- To make sure guidance and counseling activities were available for all students
- To see that placement on a job or in the next appropriate educational setting was accomplished for each person desiring it

VI. PUBLIC RELATIONS

Over one-half of the respondents thought the most important functions were:

- To make sure there was a continuous line of communication between the school and the community
- To develop community awareness through an annual community open house
- To generate interest in vocational student organizations
- To establish an awards program for outstanding student performance

VII. EQUIPMENT AND FACILITIES

Over one-half of the respondents thought the most important functions were:

- To review and/or observe the inventory and equipment
- To observe the facilities for the program(s)

It was also considered important to note the respondents stating which functions they did not perform. The following lists those items that only 40% or fewer actually performed.

"PERFORMANCE" FINDINGS - COUNCIL CHAIRPERSONS

Results of the tabulations for council chairpersons show that sixty percent or more feel the committee on which they serve DOES NOT perform the following functions.

I. ADVISING ON LABOR MARKET

Over three-fifths of the council chairpersons stated that they did not:

- Review material showing the number of people needed to meet employment needs currently
- Discuss how the data could be presented to make it more easily understood

II. ADVISING ON THE RELEVANCY OF CURRICULUM

Over three-fifths of the council chairpersons stated that they did not:

- Formulate or develop a data collection instrument which focuses on the specific questions being asked

III. PUBLIC RELATIONS

Over three-fifths of the council chairpersons stated that their Advisory Council did not:

- Develop a team to speak before civic and service clubs
- Develop a format to promote vocational programs in the media

IV. EQUIPMENT AND FACILITIES

Over three-fifths of the council chairpersons stated that they did not:

- Discuss or make a written report of current and projected industrial trends in regard to equipment utilization

V. STAFFING

Over three-fifths of the council chairpersons stated that they did not:

- React to the criteria used in teacher selection
- Consider timelines for posting jobs, interviewing and hiring
- Assist with screening and/or interviewing
- Help interpret selection criteria and procedures
- Review the certification requirements

VI. ADVISING PROCEDURES

Over three-fifths of the council chairpersons stated that they did not:

- Draw up written conclusions (minutes or reports) about labor market conditions and relevancy of the curriculum
- Make written recommendations to the board or administration concerning some of the conclusions
- Get a written reply from the board regarding their recommendations
- Get a written reply from the administrator regarding their recommendations
- Help develop the local application for funds

"PERFORMANCE" FINDINGS - SCHOOL ADMINISTRATORS

Results of the tabulations for school administrators show that sixty percent or more feel the committee on which they serve DOES NOT perform the following functions.

I. ADVISING ON LABOR MARKET

Over three-fifths of the administrators stated that they did not:

- Review material showing the number of people in a geographic area currently employed in a given occupation

II. ADVISING ON THE RELEVANCY OF CURRICULUM

Over three-fifths of the administrators stated that they did not:

- Review all current and historic documents which shed light on the concerns, questions, information, or program component being reviewed such as placement, follow-up, employer letters, etc.

III. PUBLIC RELATIONS

Over three-fifths of the administrators stated that their Advisory Council did not:

- Develop a format to promote vocational programs in the media

IV. STAFFING

Over three-fifths of the administrators stated that they did not:

- React to the criteria used in teacher selection
- Consider timelines for posting jobs, interviewing and hiring
- Assist with screening and/or interviewing
- Help interpret selection criteria and procedures
- Review the certification requirements

V. ADVISING PROCEDURES

Over three-fifths of the administrators stated that they did not:

- Draw up written conclusions (minutes or reports) about labor market conditions and relevancy of the curriculum
- Make written recommendations to the board or administration concerning some of the conclusions
- Get a written reply from the board regarding their recommendations
- Get a written reply from the administration regarding their recommendations
- Help develop the local application for funds

<p>"PERFORMANCE" FINDINGS SCHOOL ADMINISTRATORS AND COUNCIL CHAIRPERSONS</p>
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Results of the tabulations for school administrators and council chairpersons combined show that sixty percent or more feel the committee on which they serve DOES NOT perform the following functions.

I. ADVISING ON THE RELEVANCY OF CURRICULUM

Over three-fifths of the respondents stated that they did not:

- Review all current and historic documents which shed light on the concerns, questions, information, or program component being reviewed such as placement, follow-up, employer letters, etc.

II. PUBLIC RELATIONS

Over three-fifths of the respondents stated that their Advisory Council did not:

- Develop a format to promote vocational programs in the media

III. STAFFING

Over three-fifths of the respondents stated that they did not:

- React to the criteria used in teacher selection
- Consider timelines for posting jobs, interviewing and hiring
- Assist with screening and/or interviewing
- Help interpret selection criteria and procedures
- Review the certification requirements

IV. ADVISING PROCEDURES

Over three-fifths of the respondents stated that they did not:

- Draw up written conclusions (minutes or reports) about labor market conditions and relevancy of the curriculum
- Make written recommendations to the board or administration concerning some of the conclusions
- Get a written reply from the board regarding their recommendations
- Get a written reply from the administrator regarding their recommendations
- Help develop the local application for funds

Further analysis was accomplished by denoting the percentage of respondents feeling that the function was important and the percentage of respondents stating the function was being accomplished (for the same item). To further delimit items to be included in this category, it was decided to include as a function considered important any which 50% of the respondent group marked with a rating of 4 or 5, but not being performed by at least 60% of the committees as reported. The results are charted in the following paragraphs.

"IMPORTANCE AND PERFORMANCE" FINDINGS COUNCIL CHAIRPERSONS

Functions included in the listing here denotes that over fifty percent felt the stated function was important, but, less than three fifths of the respondents stated that it was being accomplished.

I. ADVISING ON LABOR MARKET

The Local Committee Should Review Material Showing:

- The number of people needed to meet employment needs in the next few years
- Jobs within an occupation in which training is needed
- School programs which should be expanded, discontinued, or established
- An attempt to identify trends in occupations and vocational enrollments
- That information was accurate and adequate for making necessary decisions

II. ADVISING ON THE RELEVANCY OF CURRICULUM

The Local Committee:

- Identified exactly what the goals of the program are for the component of the program being reviewed

III. COURSE CONTENT

The Local Committee:

- Identifies occupational competencies
- Develops goal statements for the program
- Reviews topical outlines or lesson plans for the course
- Made sure that emphasis was given to human relations concepts
- Determined the relationship of the course content to other courses in the curriculum.
- Evaluated the student's experiences in the course

IV. GUIDANCE/PLACEMENT

The Local Committee:

- Made sure guidance and counseling activities were available for all students
- Made sure that placement on a job or in the next appropriate educational setting was accomplished for each person desiring it

V. PUBLIC RELATIONS

The Local Committee:

- Worked to develop community awareness through an annual community open house
- Attempted to generate interest in vocational student organizations
- Established an awards program for outstanding student performance

VI. EQUIPMENT AND FACILITIES

The Local Committee:

- Reviewed and/or observed the inventory and equipment

"IMPORTANCE AND PERFORMANCE" FINDINGS SCHOOL ADMINISTRATORS
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Functions included in the listing here denotes that over fifty percent felt the stated function was important, but, less than three fifths of the respondents stated that it was being accomplished.

I. ORGANIZATION

The Local Committee:

- Sends minutes to the members

II. ADVISING ON LABOR MARKET

The Local Committee Should Review Material Showing:

- The number of people needed to meet employment needs currently
- The number of people needed to meet employment needs in the next few years
- Jobs within an occupation in which training is needed
- The need for supplemental training for people already employed

III. COURSE CONTENT

The Local Committee:

- Ascertained that information on further education was included in the course

<p>"IMPORTANCE AND PERFORMANCE" FINDINGS SCHOOL ADMINISTRATORS AND COUNCIL CHAIRPERSONS</p>

Functions included in the listing here denotes that over fifty percent felt the stated function was important, but, less than three fifths of the respondents stated that it was being accomplished.

I. ORGANIZATION

The Local Committee:

- Sends minutes to the members

II. ADVISING ON LABOR MARKET

The Local Committee Should Review Material Showing:

- The number of people in a geographic area currently employed in a given occupation
- The number of people needed to meet employment needs in the next few years
- Jobs within an occupation in which training is needed
- The need for supplemental training for people already employed
- New areas in which training may be needed
- That information was accurate and adequate for making necessary decisions

III. ADVISING ON THE RELEVANCY OF CURRICULUM

The Local Committee:

- Determines the expansion and deletion of programs

IV. COURSE CONTENT

The Local Committee:

- Identifies occupational competencies
- Develops goal statements for the program
- Reviews topical outlines or lesson plans for the course
- Made sure that the students are provided with entry-level job skills
- Ascertained that information on further education was included in the course
- Made sure that emphasis was given to human relations concepts
- Determined the relationship of the course content to other courses in the curriculum.
- Ascertained the competencies acquired in the class

V. GUIDANCE/PLACEMENT

The Local Committee:

- Made sure guidance and counseling activities were available for all students
- Determined that placement on a job or in the next appropriate educational setting was accomplished for each person desiring it

VI. PUBLIC RELATIONS

The Local Committee:

- Established an awards program for outstanding student performance
- Reviewed and/or observed the inventory and equipment

It was also felt that items showing a percentage of less than one-half of the respondents feeling it to be important but yet being performed by at least sixty percent of the committees can tell us some important facts. These are given in the following paragraphs.

"IMPORTANCE AND PERFORMANCE" FINDINGS COUNCIL CHAIRPERSONS

Functions included in the listing here denotes that less than fifty percent felt the stated function was important, yet more than three fifths of the respondents stated that it was being accomplished.

I. ORGANIZATION

The Local Committee:

- Elects a chairperson each year

"IMPORTANCE AND PERFORMANCE" FINDINGS SCHOOL ADMINISTRATORS
--

Functions included in the listing here denotes that less than fifty percent felt the stated function was important, yet more than three fifths of the respondents stated that it was being accomplished.

I. ORGANIZATION

The Local Committee:

- Includes representation of racial/ethnic minority groups present in our geographic area

II. ADVISING ON LABOR MARKET

The Local Committee Reviewed Material Showing:

- How the data could be presented to make it more easily understood

III. ADVISING ON THE RELEVANCY OF CURRICULUM

The Local Committee:

- Identified exactly what the goals of the program are for the component of the program being reviewed

SUMMARY OF RESULTS - "PERFORMED" FUNCTIONS

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
Advising on Labor Market	14	4	9	5	5
Relevancy of Curriculum - Program Review	4	0	2	2	2
Relevancy of Curriculum - Course Content	16	5	13	9	7
Guidance and Placement	3	1	3	2	2
Public Relations	6	1	3	2	4
Equipment and Facilities	4	1	1	0	3
Staffing	5	0	0	0	5
Advising Procedures	5	0	0	0	5

SUMMARY OF RESULTS - "IMPORTANT" FUNCTIONS

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
Organization	8	3	6	3	2
Advising on Labor Market	14	9	13	4	1
Relevancy of Curriculum - Program Review	4	1	1	2	2
Relevancy of Curriculum - Course Content	16	11	14	5	1
Guidance and Placement	3	3	3	0	0
Public Relations	6	5	3	2	1
Equipment and Facilities	4	2	1	1	2
Staffing	5	0	0	0	5
Advising Procedures	5	0	0	0	5

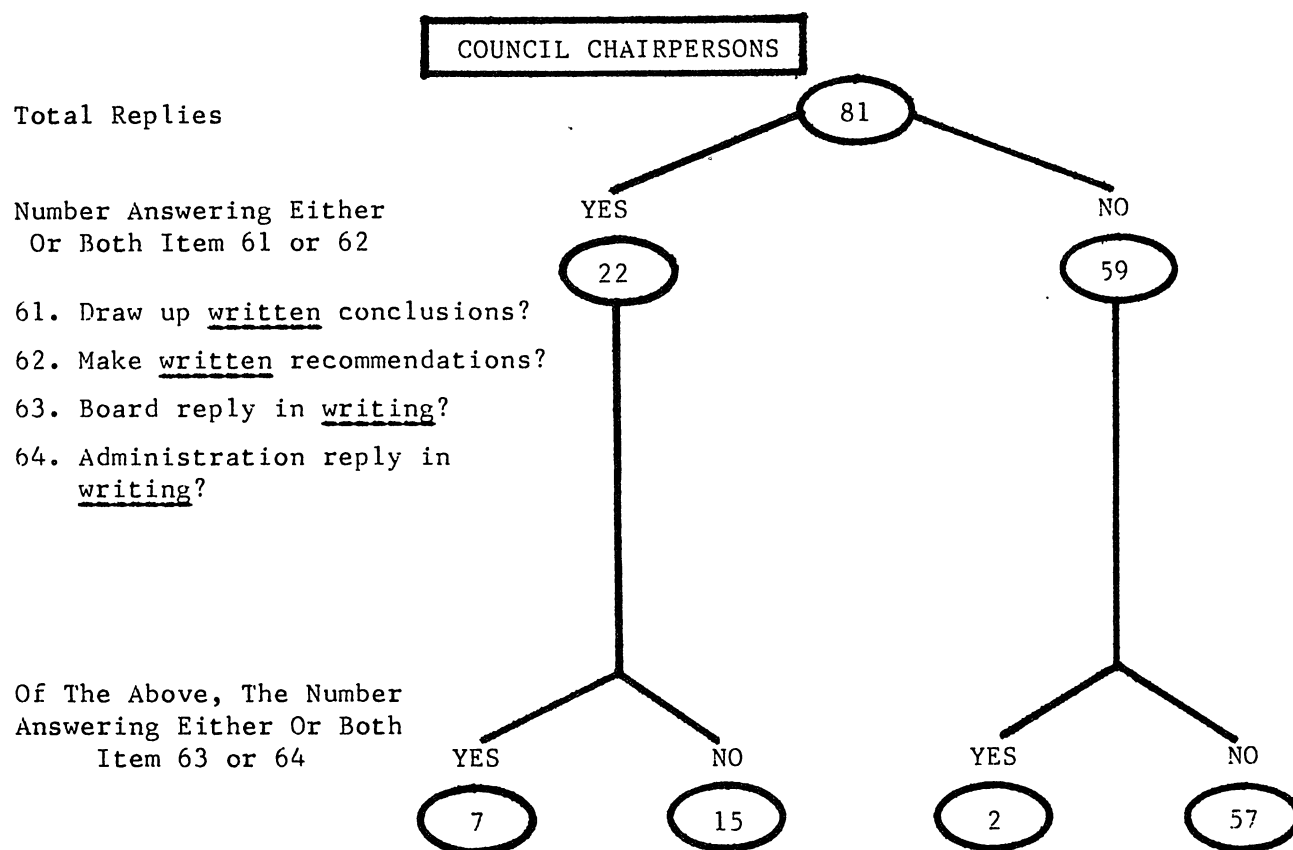
SUMMARY OF RESULTS "IMPORTANT" FUNCTIONS NOT BEING "PERFORMED"

	<u>B</u>	<u>C</u>	<u>D</u>
Organization	0	1	0
Advising on Labor Market	5	4	5
Relevancy of Curriculum - Program Review	0	1	0
Relevancy of Curriculum - Course Content	6	1	7
Guidance and Placement	2	0	0
Public Relations	3	0	0
Equipment and Facilities	1	0	0
Staffing	0	0	0
Advising Procedures	0	0	0

KEY: A - Number of Functions Judged
 B - Number of Functions Selected by Chairpersons
 C - Number of Functions Selected by School Personnel
 D - Different Functions Noted
 E - Functions Not Being Performed

IMPACT RESULTS AND ANALYSIS

Finally, a measure of the impact of the local advisory committees responding to the questionnaire was determined by dividing the replies into three groups: positive, neutral, and negative as defined in the data analysis section.

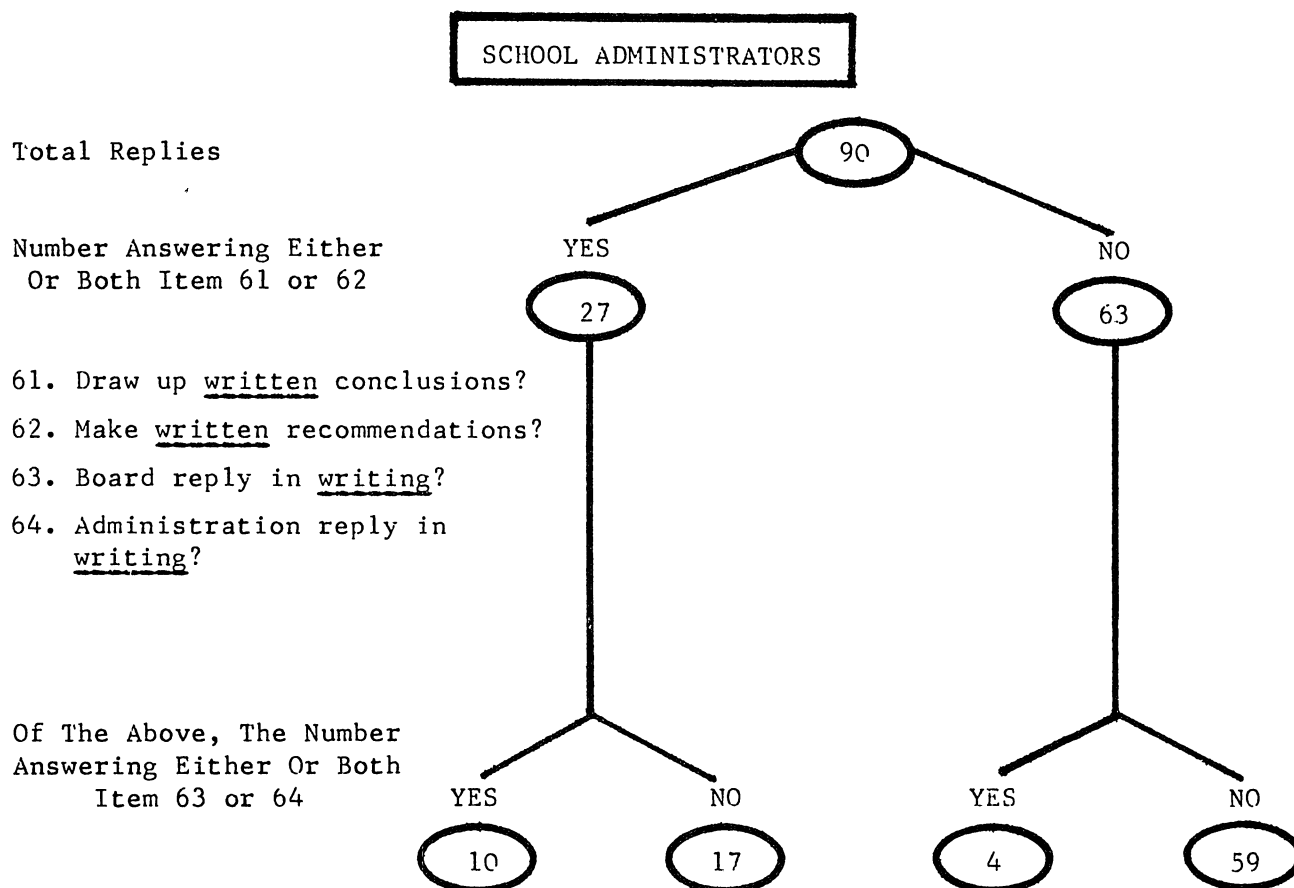


Of this group, then, 22 council chairpersons noted that written conclusions and/or recommendations were made annually. This is 27% of the chairpersons responding. Seven of the twenty-two received a written response either from the local board of education or from the school administration (or both). This is about 9% of the respondents in this group. Fifteen chairpersons noted that while written conclusions and/or recommendations were made, no written reply was received. This is about 19% of the 81 replies. Fifty-nine of the eighty-one respondents stated that they neither made written conclusion or recommendations. That is 73% of the 81 replies. Two of the fifty-nine, however, indicated they did receive a written response either from the local board of education or from the school administration or both. This is about 2%. It would seem to indicate that some conclusions or recommendations were conveyed to the school personnel or local board through verbal communications but the reply was put in writing. As one might suspect, the 57 (70%) respondents indicating they made no written conclusions or recommendations did not receive any written response.

To categorize these groups further, the group who did not write recommendations or receive written replies was checked to determine how many met at least two times annually. Of the 57, it was found that 25 did indeed meet at least twice, leaving 32 who stated they did not meet at least twice.

The impact can now be measured in three categories.

"POSITIVE" -- 7 Committees (9%)
 "NEUTRAL" -- 42 Committees (52%)
 "NEGATIVE" -- 32 Committees (39%)



Fifty-nine of the ninety who answered no to giving written recommendations and who also did not receive any written reply were divided further yielding 28 committees who had met at least two times annually. This breakout gives the following impact as shown by school administrators of vocational programs.

"POSITIVE" -- 10 Committees (11%)
 "NEUTRAL" -- 49 Committees (55%)
 "NEGATIVE" -- 31 Committees (34%)

One additional measure of impact was to determine the number and percent of the local committees who helped in the development of the annual local application for funding as required by law. The results show that 48 (80%) of the council chairpersons stating their committee does not. School administrators responded similarly. Sixty-two (76%) stated their local committee did not help. This yields 110 (77%) total for the two groups. Thirty-two (23%) or nearly one-fourth of the local committees do help in the development of the annual local application for funding.

CONCLUSIONS

With a response of over 70% of council chairpersons and 85% of school administrative personnel from the stratified random sample, it is believed that the statements of conclusions will adequately describe the universe of vocational advisory committees operating at the local level in agencies funded by the Career and Adult Division of the Department of Elementary and Secondary Education.

- Since 14% of the respondents stated they did not meet at all during the previous year, these committees do not actually exist. An additional 29% met only one time during the previous year. These are considered very weak committees. Thus 43% of the agencies receiving vocational funds either have a very weak committee or none at all.
- Nearly half of those committees which do exist have from four to six members. Twenty-nine percent of the members serve for a period of three years. Over half of the officers are appointed (presumably by school personnel). Nearly three-fourths keep and distribute minutes of their meetings. Thus it would appear that the existing committees are fairly well organized on a parliamentary basis. Membership is sought from business, industry and labor and includes both sexes and equitable racial and ethnic groups.
- There is substantial difference in the opinion of the chairpersons and the school personnel in charge of vocational programming as for what the local committee is doing relative to the functions surveyed in the areas of advising on the: labor market, relevancy of curriculum, guidance and placement, and public relations.
- There is widespread agreement between the council chairpersons and the school administrators in the functions being performed in the general areas of equipment and facilities, staffing, and advising procedures.
- There is much difference on what is considered to be an important function (of those listed) between local committee chairpersons and school personnel completing the survey in the areas of organization, advising on the labor market, relevancy of curriculum, public relations and equipment and facilities.
- There is widespread agreement on how important the listed functions are between council chairpersons and school personnel in the areas of guidance and placement, staffing and advising procedures.

- * There are 20 items, thus showing considerable disagreement, which either council chairpersons or school personnel felt were important functions to perform but which were not being accomplished by the local committees.
- * Approximately 10% of the local vocational advisory committees are judged "positive" and should be encouraged to continue those practices creating this designation.
- * With over half of the respondents indicating by their replies that of being "neutral", it is concluded that technical assistance should be offered to these committees.
- * Thirty-four percent of the local groups were judged to be "negative" advisory committees. It is concluded that both compliance with the law and some quality procedures in functioning should be required.
- * It is concluded that at least three out of four local agencies are not totally in compliance of law since that many local committees do not help in the development of the local application for funding vocational programs.

COMMENDATIONS AND RECOMMENDATIONS

From the findings and conclusions, commendations and recommendations for improvement have been formulated.

COMMENDATIONS

Of the local vocational advisory committees functioning, organizational procedures appear well defined and operative.

Of the local vocational advisory committees functioning, there is significant agreement between Council Chairpersons and School Administrators in the accomplishment of tasks involved in advising on equipment and facilities.

Of the local vocational advisory committees functioning, there is significant agreement between Council Chairpersons and School Administrators in the area of guidance and placement.

RECOMMENDATIONS

A program of technical assistance for local vocational advisory committees should be instituted to strengthen these groups.

The Handbook for Local Vocational Advisory Committees should be revised and updated to include especially topics on advising on the labor market and the relevancy of the curriculum.

A program of education should be devised to teach council members and school administrators the importance of organization, advising on the labor market, advising on the relevancy of the curriculum, public relations, and advising on equipment and facilities.

A program of education should be devised to teach council members and school administrators how to become "positive" advisory groups for vocational education.

Workshops should be designed to communicate the who, what, when, where, and why of performing selected important functions by local vocational advisory committees.

PROBLEMS FOR FURTHER STUDY

Supplementary reports are planned utilizing the data from this study. It is hoped that these additional reports will further delineate the type of agency which may be in need of specific technical assistance. Comparisons will be made by area vocational schools, comprehensive high schools and other State agencies receiving federal funding for their vocational programs.

An additional report will be compiled which pairs those replies received from the Council Chairperson and the School Administrator from the same institution. Correlations will be computed on each of the sixty-five items comparing how each group views the importance of each function. Statistical procedures will be employed to compare whether both groups agree that the function is actually being performed.

It is possible that some additional study on which of the sixty-five functions are considered important by rank order may be of some import and could help in setting up workshops or any type of technical assistance program.

